



The John Berne School
&
Pete's Place School

Annual School Report to the Community
2013

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ABOUT THIS REPORT

The John Berne School, Lewisham, and Pete's Place School, Blacktown, are registered by the Board of Studies (NSW) and managed by Marist Schools Australia, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual School Report to the Community* provides parents, carers and the wider School community with fair, reliable and objective information about School performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's *Strategic Plan*.

This *Report* complements and is supplementary to school newsletters and other regular communications. The *Report* will be available on the school's website by 30 June 2014 following its submission to the Board of Studies (BOS).

Further information about the school or this *Report* may be obtained by contacting the school on 02 9560 9260 or by visiting the website at www.johnberneschool.org.

PRINCIPAL: BR MARK PAUL

DATE: 30th June 2014.

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

PRINCIPAL'S MESSAGE

2013 was another year in the process of assisting at risk students to find their place in our world by building their self-belief so they can go out into society and make their own contribution to it. This year, 100 per cent of our graduates had a place in another school, at TAFE, an apprenticeship or full time work by the end of January.

The strategic plan and its implementation in 2013 provided many opportunities for new initiatives. The refinement of Individual Education Plans (IEPs) to provide the necessary structure to identify student needs, increased focus on a more integrated delivery in the area of curriculum and the development of a social skills program to address students' anti-social behaviour.

We provide an environment, characterised by a family spirit, which allows troubled young people to feel at home and create foundations for a brighter future. The relationship our students have with the adults in this community are at the heart of our work.

I pay tribute to and offer thanks to all our staff members, whether teachers, counsellors or support staff and our generous volunteers for their care of young people.

PARENT BODY MESSAGE

There are many reasons a child will attend The John Berne School and each child is treated with dignity and given the upmost support and encouragement from the moment they start.

John Berne is different to mainstream school for many reasons; smaller classes, extra support, early start early finish, no uniforms, a clean start every day and a school where staff trust and care about each child.

The growth of a teenager socially and academically can be a tough time for parents and teachers but at John Berne there is that extra guidance. There is no better place suited to help a young person who is struggling with adolescence than The John Berne School.

The specialised support available to children with learning difficulties or behavioural problems is paramount. The feedback from teachers, Year co-ordinators, staff and counsellors is constant and professional. The amazing support the Year 9 and Year 10 children are given in the *JobReady* Program and with Work Experience sets our children up with high self-esteem for the years ahead where they need to make many life choices.

To all the very dedicated staff at The John Berne School we thank you for your guidance and encouragement. We don't know where we would be without you.

STUDENT BODY MESSAGE

Berne staff members were more like friends who were here to help the students rather than be people in power. In our time here there have been lots of issues to resolve (on a daily basis) but the staff members have used both compassion and guidance to help us work through these difficulties.

Some of the most rewarding times have been on Fridays, at camps and on excursions. The leadership of the staff who have devoted their days as well as many of their leisure hours to making these times meaningful and worthwhile which has been very much appreciated. At times some of the staff must have feared for their lives. For example on our year 10 camp at The Colo River we went canoeing and managed to make sure that the teachers' canoe capsized in the deepest part of the river. For our efforts the teachers also made sure that we had to swim to shore – I am sure that each of us was very much aware that no one was going to drown and that we were going to learn about group survival in this exercise.

We have appreciated the opportunity to do Work Experience in Year 9 and Year 10, and we thank staff for organising these opportunities for us and the other help, which has been extended to all the students in Year 10. At least we have experienced different work places and been able to decide what we would like to do and what we would not like to do in our working lives.

We thank our counsellors who have always been there to help us in times of real crisis, and all the teachers have supported us and made the experience at The John Berne School both rewarding and a time of personal achievement. We leave here as better people for having been students under the care of people with compassion and a sense of humour.

Year 10 student, 2013

SECTION TWO: SCHOOL FEATURES

The John Berne School is an Independent Catholic School under the care of the Marist Brothers managed by Marist Schools Australia offers a positive option for students (Years 7, 8, 9, 10) whose education is at risk. The students are enrolled on the basis of diagnosed disability and/or inability to cope in mainstream schools. The John Berne School is a coeducational day school. The school's motto, *Hope Always*, reflects the fundamental belief that intervention in the lives of troubled people is always worthwhile.

The high staff to student ratio is essential to the success of the school which provides, in addition to a complete curriculum, a number of special programs for our students and their families including:

Family and Student Counselling

Counselling is an essential part of our work at Berne. Each student is assigned a Counsellor who meets with him/her each fortnight in assisting them with their behavioural needs. The Counselling team also conducts Parenting Programs and provides other practical support to families.

Breakfast Program

Our *Breakfast Program* not only meets the nutritional needs of students, but in sharing this meal together each day, with adult care and supervision, students have the opportunity to settle before classes begin and improve their social skills. At the end of the long journey to school from all parts of Sydney, students need a good breakfast. Research shows that student performance is enhanced by approximately 50% as a result of a nutritional breakfast.

Student Withdrawal Assistance Program (SWAP)

SWAP offers a supervised environment in the short term for students who have been facing significant troubles in their mainstream school. It provides a forum for thorough assessment of a student's cognitive and academic strengths and weaknesses as well as disturbances in mood and behaviour. This program aims to provide other schools with an affordable service that allows them to respond more appropriately to the special needs of students who are struggling.

Learning Advancement Centre (LAC)

The *LAC* supports students in their educational engagements and pursuits on a one-on-one level. This enables us to target their specific individual needs.

Cracking the Code Literacy Program

The students participate in a program that addresses their literacy needs. This is a direct instruction

program that takes place four times per week for thirty minutes and is based on university research. It aims to enable students to access the curriculum more effectively. Students with even greater need are identified and further weekly instruction addresses their specific needs.

Outdoor Education Program

Demanding outdoor challenges helps students to develop their personal attitudes and values of self-esteem, motivation, confidence, team work and responsibility. A camp or outdoor activity is conducted each term.

Skills for Living Program

Our Skills for Living Program encourages personal and social development and provides training in daily living skills such as the preparation of healthy meals, developing a budget, shopping within a budget, time management, self awareness and interacting with others in a respectful and constructive manner.

job ready! Program

Berne has in place a range of vocational preparation courses to prepare its students for the workplace. Teaching skills like writing a job application, interview techniques and telephone protocol, the program also instructs students on appropriate workplace behaviour and communication in its nine week work experience placement course in Years 9 and 10. The curriculum at The John Berne School also includes a Work Education unit for Year 9 and 10 students.

Changing Lanes Program

Changing Lanes is for ex-Berne students who need help with the next stage of their lives. The Coordinator of this program offers extra help in finding a job or starting an apprenticeship or other course.

A more detailed description of all of these school programs can be found on our website at www.johnberneschool.org.

SCHOOL FEATURES – PETE’S PLACE SCHOOL

Pete’s Place is a campus of The John Berne School. It is an alternative school setting which aims to meet the social, emotional and educational needs of marginalised young people who have been excluded from, or have not coped with, mainstream education. Pete’s Place is a coeducational day school and enrolls students from Years 7 – 10. The Mission and Values of both Marist Youth Care and The John Berne School form the basis of our philosophy and way of working with young people at Pete’s Place.

SECTION THREE: STUDENT PROFILE

STUDENT ENROLMENT

The School caters for students in Years 7 – 10. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for The John Berne School and Pete's Place School for 2013:

Girls	Boys	LBOTE*	Total Students
10	47	10	57

*Language Background Other than English

Enrolment Process

Children from families who are prepared to support Catholic ideals and principles may be considered eligible for enrolment. Priority is given to referrals from Catholic schools, however special consideration may be given to individual cases from other school systems.

The essential factor in offering a position at the school is whether the environment and service we offer can contribute to the child's development, assisting them to address the behavioural, emotional or social challenges they face. There must be a hope that we can make a difference in this child's life. If not, we are at risk of contributing to another failure that will further erode the young person's esteem.

The Enrolment Counsellor gathers data from the previous school and family. A psychological assessment may also be required before making a decision about the child's appropriateness for Berne. This data is presented to the Principal for consideration.

Parents / carers are interviewed by the Principal before an enrolment is finalised. The documents required at the interview include the child's Birth Certificate and immunisation records. A passport, with documents validating the child's current VISA status, is also necessary if the child does not hold Australian citizenship. Previous school reports, reports from medical practitioners, psychologist reports and any relevant medical records are also required.

Total fees are made up of the tuition fees, materials fees and our enrolment charge. The school has the policy of keeping the total fees similar to a Catholic systemic school. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This enrolment process is consistent with the enrolment policy and philosophy of Marist Schools Australia for their congregational schools.

STUDENT ATTENDANCE RATES

The average student attendance rate for 2013 was 82%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	94%
Year 8	78%
Year 9	87%
Year 10	77%

MANAGING STUDENT NON-ATTENDANCE

Students attending The John Berne School are enrolled on the basis of diagnosed disability and/or inability to cope in mainstream schools. Attendance rates fluctuate annually reflecting the personal situations of the student cohort at the time.

A number of our student population are school refusers or have had poor attendance records at previous schools. If a student is not at school by 9.30 am the office staff make a telephone call to the parents or caregivers. This serves to make parents accountable for the whereabouts of their son/daughter. The students are aware of this policy and our adherence to it. Consequently, truancy is rarely an issue.

Our preparedness to work with parents, including through our *Parenting in Practice* course, helps parents to deal with students who are refusing to come to school and establishes a good relationship with the school. The alternative education program we have in place here and the individual planning reduces the incidence of non-attendance as students find the program more appropriately tailored to their needs than a mainstream school can achieve. However, in more extreme cases the Principal or member of the leadership team, accompanied by a counsellor or the Chaplain, will visit the family home to address the issues and bring the student to school.

STUDENT POST SCHOOL DESTINATIONS

Each year the School collects destination data relating to the Year 10 student cohort. Twelve students successfully completed Year 10 in 2013 at The John Berne School.

The school continues to operate two programs, the *job ready!* and *Changing Lanes Programs*, which are both aimed at the development of employability skills (core skills for work) through participation in a range of activities, including participation in weekly Work Education lessons, the Year 10 Careers Expo and workplace learning opportunities each term in Years 9 and 10.

During 2013:

- As part of the *job ready!* Program, the School offers the opportunity for students gain a nationally recognised a Vocational Education & Training (VET) qualification in the Certificate I in Business (BSB10112) course. Delivered alongside the NSW BOSTES Work Education subject, providing learning opportunities in both subjects maximises opportunities for students to learn about and put into practice employability skills.
- More than 100 employers provided work experience opportunities for students in Years 9 and 10.
- Parents attended events at school that were specifically designed to help them assist their children make decisions about what do to when they left Berne.
- A Careers Expo was held for Year 10 students and their parents and carers, and was attended by representatives from industries identified by students as being of interest to them.
- Students sought assistance in getting their tax file numbers, opening bank accounts and finding part time work while still at school.
- Close to half of the 2012 graduating students made contact with the school as part of the *Changing Lanes Program* seeking assistance. This number was augmented by a smaller number of students from previous years, too, maintaining contact through the *Changing Lanes Program*.

As at the end of February 2014, graduating students from 2013 (who completed the full range of programs at school) are represented as follows:

- 67% engaged in full time study of Year 11 courses
- 25% engaged in full time employment and study pattern (apprenticeship, working to secure an apprenticeship or combination of TAFE and work)
- 8% engaged in full time TAFE course.

The enrolment of 2013 graduates in Year 11 courses at other schools is the result of these schools providing innovative study programs, largely engaging them in a range of VET and other non-ATAR Higher School Certificate (HSC) subjects as part of their course of study. The School has worked with

these schools to develop effective transition activities for these students. The School remains in contact with the students and their schools, providing support where needed.

To summarise, 100% of Year 10 graduates, nearly six months after graduation, were engaged in full time study or employment.

STUDENT PROFILE – PETE’S PLACE SCHOOL

In August 2013 there were 53% male students and 47% female students and 40% of students identified as indigenous. Language Background Other Than English (LBOTE) enrolments comprised 10% of the school population.

STUDENT ATTENDANCE RATES – PETE’S PLACE SCHOOL

Attendance rates by Year group	
Year 7	0%
Year 8	46.8%
Year 9	55.3%
Year 10	43.4%

MANAGING STUDENT NON-ATTENDANCE – PETE’S PLACE SCHOOL

Each student has an individualised Weekly Attendance Planner as part of their Individual Education Plan.

Student non-attendance at Pete’s Place is responded to by:

- Contact with parents or carers to notify re non-attendance
- Discussion with student and parents or carers regarding reason for absence
- Regular non-attendance would necessitate a meeting with the student and their family or carers

STUDENT POST SCHOOL DESTINATIONS – PETE’S PLACE SCHOOL

As at March 2014, graduating students from 2013 are represented as follows:

25% enrolled in a mainstream school to complete Year 11

25% pursued full study at TAFE

25% enrolled in a Transition To Work program

25% investigating TAFE with the support of Youth Connections

SECTION FOUR: STAFFING PROFILE

STAFFING PROFILE – THE JOHN BERNE SCHOOL

The following information describes the staffing profile for 2013:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
14	9	23

* This number includes 12 full-time teachers and 2 part-time teachers.

Percentage of staff who are Indigenous	0%
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STAFFING PROFILE – PETE'S PLACE

The following information describes the staffing profile for 2013:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
2	2	4

* This number includes 1 head of campus, 2 full-time teachers and 1 teachers' aide.

Percentage of staff who are Indigenous	0%
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PROFESSIONAL LEARNING – THE JOHN BERNE SCHOOL

Staff attend professional development courses to ensure they are up to date with current practices especially in regard to the implementation and programming of the new Australian Curriculum in 2013 for Mathematics, History, English and Science for Year 7 and Year 9. Staff attended in-services that supported their understanding of the Board of Studies requirements and expectations with the new curriculum.

PROFESSIONAL LEARNING – PETE'S PLACE SCHOOL

In 2013 staff undertook Professional Development as a means of improving and extending their learning. This also assisted in the improvement in classroom delivery for our students. Some of the In-Services attended include:

- Practical Trauma - Informed Practice (Marist Youth Care/Knightlamp)
- RAGE – Renegotiating Angry and Guilty Emotions (Institute of Family Practice)
- Individualised Learning (Marist Youth Care/Pete’s Place)
- Personalised Learning and Technology (Marist Youth Care/Pete’s Place)
- Child Protection Training
- Case Work Workshop – Narrative Therapy (Marist Youth Care)
- Case Work Workshop – Grief (Marist Youth Care)
- Complaints Management Training

TEACHER STANDARDS

The following table sets out the number of teachers at The John Berne School and Pete’s Place who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent.	17
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	1
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	1

SECTION FIVE: CURRICULUM

The John Berne School adheres to the Board of Studies syllabus for each of the courses offered as required for Registration and Accreditation under the Education Act 1990 (NSW). The school has obtained registration for five years.

Subject coordinators ensure that aims, outcomes and teaching and learning activities are delivered in a meaningful way. The teachers and their respective subject areas use cross-curricula and Information and Communications Technology (ICT) tasks to assist with such a delivery.

The John Berne School offers the five mandatory courses of: Science, Mathematics, Geography, History and English. Other courses offered include: Personal Development, Health and Physical Education (PDHPE) and Religious Education. In our Years 7 and 8 extra subjects such as Technology (mandatory), Art, Languages Other Than English (LOTE) – Italian, and Music are offered. In our Years 9 and 10 the extra subjects offered are Work Education and Flexible Learning.

The Skills-Based Program (Cracking the Code) has continued to successfully provide students with the necessary literacy skills they need to fully access the curriculum.

CURRICULUM – PETE’S PLACE SCHOOL

Pete’s Place provides an Individual Education Plan for each student designed to meet their particular learning needs. Pete’s Place facilitates completion of ROSA (Record of School Achievement) in the following core subjects: English, Maths, Science, History, Geography and PDHPE. Pete’s Place also offers the option of a Life Skills ROSA.

The staff of The John Berne School provides resources, support and staffing assistance in addressing curriculum in this smaller context. Staff provided regular opportunities to improve Living Skills such as cooking and maintaining a vegetable garden. There was a weekly Sport Program, ACE (Adolescents Coping with Emotions) and the SHINE Program was offered for girls which promotes individuality, sense of purpose and self-worth.

SECTION SIX: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

NATIONAL ASSESSMENT PROGRAM IN LITERACY AND NUMERACY

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2013		<i>% of students in the top 2 bands</i>		<i>% of students in the bottom 2 bands</i>	
		School	Australia	School	Australia
Year 7	Reading	0%	26.7%	50%	17.3%
	Writing	0%	17.9%	50%	26.7%
	Spelling	0%	32.2%	50%	15.2%
	Grammar & Punctuation	0%	27.4%	100%	22.7%
	Numeracy	0%	26.9%	100%	18.2%

NAPLAN RESULTS 2013		<i>% of students in the top 2 bands</i>		<i>% of students in the bottom 2 bands</i>	
		School	Australia	School	Australia
Year 9	Reading	8.3%	20.30%	50%	21.9%
	Writing	0%	16.9%	92.3%	37.2%
	Spelling	0%	21.6%	46.2%	20.2%
	Grammar & Punctuation	7.7%	21.2%	53.9%	29%
	Numeracy	0%	24.9%	72.8%	26.5%

Record of School Achievement (RoSA)

Students who have successfully completed Year 10 are eligible to request a Record of School Achievement (RoSA). This is issued by the Board of Studies, as requested by students who have discontinued their schooling.

The John Berne School:

In 2013 the number of students issued with a RoSA	12
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STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS – PETE’S PLACE SCHOOL

National Assessment Program in Literacy and Numeracy – Pete’s Place

In 2013, Pete’s Place had seven Year 9 students who participated in NAPLAN testing.

PETE’S PLACE NAPLAN RESULTS 2013		<i>% of students in the top 2 bands</i>		<i>% of students in the bottom 2 bands</i>	
		School	Australia	School	Australia
Year 9	Reading	14%	20.3%	57%	21.9%
	Writing	0%	16.8%	86%	37.2%
	Spelling	29%	21.6%	29%	20.2%
	Grammar & Punctuation	0%	21.2%	71%	28.9%
	Numeracy	0%	24.9%	71%	26.5%

Record of School Achievement (RoSA) – Pete’s Place

In 2013 the number of students issued with a RoSA	4 *
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* This figure includes one RoSA in Life Skills

SECTION SEVEN: PASTORAL CARE AND WELLBEING

STUDENT WELFARE AND DISCIPLINE POLICIES

Amongst the various policies of the School is one entitled *Pastoral Care, Behaviour Management and Discipline*. This policy addresses student welfare and discipline. It explains the use of the Behaviour Management Record (BMR), the cornerstone of our behaviour management approach. This card makes a daily record of students' behaviour and application to tasks. It incorporates the bonus point system that encourages positive behaviour. The bonus point system has been changed and upgraded in recent times and we are in the process of adjusting this policy to reflect the change. The policy also outlines our behavioural expectations and the use of consequences in dealing with negative behaviour, including suspension and exclusion. The exclusion policy is consistent with the process required by Marist Schools Australia in their independent schools. Exclusion would only be used in rare cases and requires the Principal to consult with the Regional Director of Marist Schools Australia. The policy includes references to the part played by the counsellors in working with students to achieve better outcomes in the many dimensions of their lives. Corporal punishment is expressly prohibited in this school. The School does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

ANTI-BULLYING POLICY

The John Berne School adopts a whole school approach to anti-bullying. A staff consultation process resulted in the re-writing of our Anti-Bullying Policy this year. Regular communications about bullying have been published in our school newsletter and parents have engaged in the formulation of the School's anti-bullying policy. Further communication and discussions will again occur at our Parent Information Evening at the commencement of the 2014 school year and more workshops will be planned throughout next year concerning our procedures for dealing with bullying behaviour. The School's Anti-Bullying Policy is reflective and consistent with the National Framework for Safe Schools.

COMPLAINTS AND GRIEVANCES RESOLUTION POLICY

The school's *Complaints Policy* and *Grievance Policy* are based on procedural fairness and recognise that parents, caregivers and school staff must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained.

Full text of school policies can be obtained from The John Berne School office at 1 Thomas Street, Lewisham NSW 2049 or from our website www.johnberneschool.org.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The cornerstone of everyday practice at The John Berne School is inspired by the life and work of Marcellin Champagnat. His statue at St Peter's Basilica depicts a young boy riding on the shoulders of Saint Marcellin. This seemingly simple symbol encapsulates the essence of our work here; lifting young people up so that they can expand their horizons and find their own place in the world. At the core of belonging to a community is having self respect and respect for others as well as being a responsible member of a group.

A new formal anti-bullying program was introduced at Berne during 2013. The main aim of the program is to help promote respect amongst students so that the incidence of bullying is drastically reduced. The formal component of the program involves students attending six workshops of one hour each. Additionally, staff encourage students to participate more positively in group activities at recess and lunch. During this time teachers will be promoting positive participation in team activities such as touch football, tennis and handball as well as board and card games. Teachers exemplify to the students the positive approach that would be expected of each of them through encouragement and reward. It is important that the students are aware that we all share a responsibility in creating a culture that does not accept intimidation or bullying but rather promotes care and understanding. Specific procedures have been established so that if an incident of bullying was to occur then students, teachers and parents are very aware of the processes that would then be put in place.

A restorative approach to resolving conflict is an initiative which brings great success to staff and students at Berne. Adversarial and punitive systems do not give all parties the same flexibility to resolve conflict on a level that is required to maintain and teach empathy and responsibility to students. All parties are given the time to speak and to listen to the points of view of those involved and resolution is often mutually satisfying in both forgiveness and atonement. Students go through the process when they have conflict with other students as well as with staff. These meetings are arbitrated by staff and counsellors and allow everyone to rebuild together.

The in school Behaviour Unit was developed to give extra support to those students who are struggling to participate in our program. Restorative justice is very much an integral part of the philosophy of the unit with the aim to restore students back to the community by helping them to take responsibility for their behaviour. Initial entry to the unit involves completing the 'Making it Right' worksheet which is based on a series of restorative justice focused questions. This worksheet directly encourages the student to take responsibility for their behaviour and to also take responsibility for restoring their place in the community as well. A significant aspect of the worksheet is asking the students to reflect on, not only on who was affected as part of their conflict or issue, but also to reflect on how they were affected

as well. Thus by asking the students to walk in someone else's shoes, it encourages not only understanding but increasing responsibility for their actions in relation to the way it impacts on others.

Teamwork, self-confidence, attitude, awareness of the needs and abilities of others are all developed during the camps and other activities that form Berne's Outdoor Education Program. Students participate in three camps during the year which aim to broaden their perspectives. This gives them the space to reflect on and modify their behaviours and attitudes through physical challenges and experiences in non-urban environments which many students have had little or no exposure to. These camps teach valuable life skills and help with socialisation and improve peer relations. Students have many opportunities to work independently and collaboratively across a range of activities.

PASTORAL CARE AND WELLBEING – PETE'S PLACE SCHOOL

Pete's Place is a secondary school specifically for young people who present with complex needs. It offers a therapeutic approach to young people who have experienced significant trauma and neglect early in their lives. Learning and interactions are tailored to the young person's individual needs. Pete's Place takes a holistic approach to education, regularly consulting with external mental health professionals, parents and carers, external agencies such as Family and Community Services, and other relevant parties involved in the young person's care. Pete's Place utilises a Restorative Practices model with students.

Regular 'Mini Team' meetings are also held with each student. This is a Strengths-Based conversation with the young person which explores both achievements and challenges. It also provides an opportunity to brainstorm alternate, more constructive responses to difficult situations.

Pete's Place adopts the same policies as the head school for enrolment, student welfare and discipline. The complaints and grievance policies are policies of Marist Youth Care and can be obtained from their head office 36-38 First Avenue, Blacktown NSW 2148.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY – PETE'S PLACE SCHOOL

Pete's Place community promotes at all times the fundamental importance of respect.

On display throughout the school are our Student Expectations:

- Respect of other students
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- Respect of staff
- Respect of property
- Respect of self

These values are modelled by staff at all times and are a regular point of reference in conversations with students. Living Skills activities such as cooking and shared meals facilitate a broader range of interactions where respect and responsibility shown by students can be improved. Participation in programs within the school such as ACE provides an excellent learning opportunity for young people regarding respect, cooperation and self management. Female students are able to participate in the SHINE program which promotes self-respect.

SECTION EIGHT: SCHOOL REVIEW AND IMPROVEMENT

KEY IMPROVEMENTS ACHIEVED IN 2013

The John Berne School implementation of the Strategic Plan for 2013 set out a number of areas for review and improvement this year. There are six strategic priority areas and within each of these areas key improvements were achieved in 2013. Below are the strategic priority areas along with the achievements

- 1) **Catholic Identity, mission and Religious Education** - The introduction of prayer at the beginning of each day in roll call groups and the Religious Education program reviewed and better documented.
 - 2) **Student Learning and Achievement** - Establishment of Individual Education Plan (IEP) committee and consistent use of IEPs and E-Learning committee developed and implemented an E-learning plan.
 - 3) **Quality Teaching, Curriculum and Professional Learning-** Establishment of School Curriculum Committee, attendance of staff at National Curriculum meetings, delivery in-house of Vocational Education and Training (VET) courses and a review of assessment policy and procedures.
 - 4) **Student Welfare and Well-Being-** Implement Anti-Bullying education and practices, establish a relationship with the well-being department of Catholic Education Office (CEO) Sydney and professional learning of staff to respond to the needs of each student
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- 5) **Human Resources Management** - Recruitment of dynamic teaching staff qualified in special education, staff set professional learning goals and plans and establishment of effective supervision framework for staff.

- 6) **Sustainability, Governance and Business Planning** - Development Officer employed, Financial Advisory Committee looked at Long term sustainability and CEO school Principals and Deputies informed on the profile of the school and students attending.

PRIORITY KEY IMPROVEMENTS FOR 2014

The refinement of Individual Education Plans (IEPs) has been an essential part of the school program throughout 2013 and will continue to be a priority in 2014 as outlined in our strategic plan 2013-2015. The individual plans provide the necessary structure to identify student needs and to set up appropriate goals to deal with these matters. The staff has also been meeting to develop and implement a new pro-forma for the capturing of data and communication with stakeholders. By the conclusion of the year we had a significantly better tool that was designed for our purposes in this specialised environment.

Increased focus and effort will be placed on a more integrated delivery in the priority area of curriculum. Staff will collaboratively work on creative and effective implementation of the Australian Curriculum. By the end of 2014 The John Berne School will have begun implementation of Phase 1 of the Australian Curriculum in English, Mathematics, History and Science.

Other priority areas selected for improvement in alignment with our strategic plan include: the introduction of a whole school numeracy program integrated into the daily timetable and expansion of our literacy program linking them more closely to the students' needs as outlined in their IEPs; the introduction of an anti-bullying and social skills program to address students' anti-social behaviour and the Financial Advisory Committee will continue to examine the financial sustainability of the school into the future.

SCHOOL REVIEW AND IMPROVEMENT – PETE'S PLACE SCHOOL

KEY IMPROVEMENTS ACHIEVED IN 2013 – PETE'S PLACE SCHOOL

- Implementation of adapted teaching programs for The John Berne School for the subjects of English, Mathematics, History, Geography, Science and PD/H/PE
 - Students from all year groups completed a range of assessment tasks for each subject
-

- The SHINE program ran each term allowing all female students to participate as part of a small group
- PE practical lessons were facilitated enabling each student to participate once a week
- Further staff training in the use of IT enabled them to expand the use of technology for personalised learning
- Training of staff to deliver RAGE (Renegotiating Angry and Guilt Emotions) so that this program can be facilitated for students
- Training of staff in Practical Trauma-Informed Practice to enhance established therapeutic approach
- Revitalisation of cooking program resulting in greatly improved engagement by students and improved eating behaviours

PRIORITY KEY IMPROVEMENTS FOR 2014 – PETE’S PLACE SCHOOL

- To continue to develop an appropriate version of the Year 7 - 10 curriculum for use at Pete’s Place and continue building up the required resources for delivery of this program
- To increase the staff’s capacity to deliver personalised learning for students
- To expand the staff’s skill set in utilising technology for personalised learning
- To continue to seek and establish links to various community service providers, especially in the area mental health support
- To participate in Professional Development opportunities as part of The John Berne School community
- To participate in external Professional Development opportunities particularly relevant for working with students who have complex needs focussed on issues such as anger management and the impact of trauma
- To support students to participate in NAPLAN
- To remodel the cooking program to create opportunities to teach living skills, build staff/student relationships and improve student attitudes about eating

SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students.

PARENT SATISFACTION

The John Berne School maintains a consistently high level of communication with parents and caregivers to facilitate a combined effort towards achieving best outcomes for students and to gauge parent satisfaction. This communication is conducted with regular telephone calls, individual meetings and twice yearly formal parent / staff strategic planning meetings.

At the end of each school year, parents and caregivers are invited to provide formal feedback on the effectiveness of the school's job ready! Program in preparing students for making the transition from Berne to work or to other learning environments. This is done via a written survey and is forwarded on two separate occasions.

Results from the 2013 survey indicate that parents and caregivers were all happy with the level of support they received, and saw that the Program had been of benefit. Respondents were mostly able to make specific comments on the type of support they received, and half offered constructive advice as to how to improve the Program. Identified in most responses was the recognition that individualised assistance had made a difference to their child's experience at Berne.

This survey is then followed up with phone calls in the first months of the school year following Year 10 graduation to each family, to confirm commencement of graduates in their chosen field of work or study. In 2014, these phone calls were made during week 4 of Term 1, with 100% of past families participating in this survey round. Without exception all respondents acknowledged the positive impact the school made on their son/daughter and were pleased to have been contacted regarding this element of continued support offered by the school.

STUDENT SATISFACTION

At the conclusion of Year 10, students are invited to write a statement about their experience of and satisfaction with the school. Some of the comments made by the Year 10 graduating class of 2013 are shown below. These comments are representative of those of the student cohort.

- *What I liked most at Berne is how the teachers and students get along.*
 - *When I arrived at Berne all of the teachers and students were nice and welcomed me into their community.*
 - *Berne has helped me finish my work and to realise that school isn't all that bad.*
 - *Berne has helped me with my behaviour and coping with people who disturb me.*
 - *Berne has helped me so much in changing my behaviour and becoming a much calmer person.*
 - *This school has helped me out a lot with my problems and has made me be and feel like a better person.*
-

- *I liked the community at Berne because it was more like a home and a family than a school.*

At the end of each school year students are invited to provide formal feedback on the effectiveness of the school's job ready!Program in preparing them for making the transition from Berne to work or to other learning environments. This is done via a written survey and is forwarded to families on two separate occasions. Results from the 2013 survey indicate that students were all happy with the level of support they received, and saw that the Program had been of benefit. Identified in most responses was the recognition that individualised assistance had made a difference to their experience at Berne.

TEACHER SATISFACTION

Members of staff are invited to offer their feedback at daily morning and afternoon staff meetings in an open forum.

Teachers appreciate the opportunities of ongoing professional development for improving pedagogical and behavioural modification practices. This learning has helped the staff shape, evaluate and develop the school's Annual Improvement Plan.

PARENT SATISFACTION – PETE'S PLACE SCHOOL

Parents reported at the end of 2013 that they were pleased with the regularity of students' attendance at Pete's Place. They described noticeable positive changes in their child's motivation for school work and confidence around learning. Parents also described improvements in their child's behaviour at home such as being less aggressive, calmer, better at coping with stress or anger and being happier. Parents also expressed a high level of satisfaction with staff at the school and described their work with students as patient, understanding, dedicated, good role models, child-centred and solution-focussed. They were also very appreciative of daily contact with them by the staff and found this helpful. They also highlighted that the smaller student numbers made it easier for their child to succeed.

STUDENT SATISFACTION – PETE'S PLACE SCHOOL

Students reported, at the end of 2013, finding it easier to learn at Pete's Place because of 1:1 assistance by staff, the smaller number of students, the calm secure environment and having input into their own education plan. Some students stated they had never liked school before but enjoy attending Pete's Place, saying they felt more motivated. They described feeling more confident and positive about themselves because they felt they were achieving. Other comments included being able to communicate about their feelings and feeling respected. Students also gave feedback about their

relationships with teachers as being very helpful – saying they felt cared for, supported, motivated, that they received more help with work and were treated fairly.

TEACHER SATISFACTION – PETE’S PLACE SCHOOL

Teacher satisfaction at Pete’s Place is generally high. The passion and empathy required by professionals who choose to work with marginalised young people motivates them to work hard to create positive relationships with students. The staff gains enormous satisfaction from the outcomes achieved by our students, whether they be behavioural, social or academic. The complex needs of the young people who attend Pete’s Place sometimes result in obstacles to their success which are beyond the influence of teaching staff. This can be disheartening for staff at times, however, they value very highly the opportunity they have to make a positive difference in the lives of these disadvantaged young people.

SECTION TEN: FINANCIAL STATEMENT

FINANCIAL STATEMENT – THE JOHN BERNE SCHOOL

The financial position of The John Berne School has been audited by VJ Ryan Chartered Accountants.

Statement of Income and Expenditure for year ended 31 December 2013

<u>REVENUE</u>	\$
Fees – Tuition	126,311
Fees – Others	14,576
	<hr/> 140,887
Interest	1,932
State Govt Grants – General Recurrent	93,128
Commonwealth Govt Grants – General Recurrent	1,075,700
Community Grants	47,376
Special Education & Special Disabilities	6,290
Building Grant Province	625,000
Tuckshop (Deficit)	(6,217)
Donations	20,617
Fundraising	169,012
Profit on Disposal of Non Current Assets	-
Bad Debts Recovered	-
Other Income	11,382
	<hr/>
<u>TOTAL REVENUE</u>	2,169,107
<u>LESS EXPENDITURE</u>	
Tuition Expenses and Materials	1,887,909
Administration and General Running Costs	191,314
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<u>TOTAL EXPENDITURE</u>	2,079,223
	<hr/>
<u>SURPLUS / (DEFICIT) FOR THE PERIOD</u>	89,884
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FINANCIAL STATEMENT – PETE’S PLACE SCHOOL

**Pete's Place school
Summary of Financial statement for the period Jan to Dec 2013**

Revenue	
State Government grants	\$ 70,378
Commonwealth Government grants	\$ 176,072
Catholic Education Office grants	<u>\$ 254,698</u>
	501,148
Expenditure	
Staff salaries	\$ 306,833
Operating expenses	\$ 60,408
Support services	<u>\$ 133,908</u>
	<u>501,148</u>
Surplus (deficit)	<u><u>0</u></u>

SUPPORTERS OF THE JOHN BERNE SCHOOL

The John Berne School relies on the generosity of others to help us provide services to young people with special needs and their families. This generosity comes from many different sources in the community including government, clubs, companies and other organisations including: Aikido Yoshinkan NSW; Apple (Australia); Ashfield RSL Club; Australian Rugby Union; Australian Theatre for Young People; Bell Shakespeare – Heats in a Row Program; Belvoir Theatre – Youth Express Program; Books in Homes Program; Big Music; Bullant Sports Pty Ltd; Canterbury Bulldogs / Campsie RSL Club; City Tattersalls Club; Catholic Education Office Sydney; Club Ashfield; Cooley Auctions; Doltone House; Dooleys Lidcombe Catholic Club; Ex-Marist Mothers' Association; Former Members Association; Fugen Constructions; Harvey Norman, Domain Alexandria; Illawarra Catholic Club; International Goalkeepers Academy; PaKay Pty Ltd; Maccabi Tennis, White City; Museum of Contemporary Art Bella Program; Powerhouse Youth Theatre; Riverside Theatre; Sailors with DisAbilities; St Ignatius College Old Ignatian Union; St Joseph's College Hunters Hill; St Thomas Becket Parish Lewisham; Sydney Opera House; Sydney Theatre Company – School Drama Program; Wests Ashfield.

We are also very grateful for the constant support of our many volunteers. It would not be possible to achieve everything we do at this school if it wasn't for the valued assistance of our volunteers who provide support to us in so many ways including day-to-day classroom assistance; Careers days and motivational speakers; grounds and equipment maintenance; support on camps and excursions; fundraising; and help in the school Canteen.

The John Berne School would like to acknowledge and thank all of the work experience host employers who generously gave of their time and shared their knowledge with our students. More than 100 businesses supported *the job ready! Program* in this way during 2013.

Thanks also to all those many individuals who provided financial support and assistance throughout the year. Your financial and moral support is appreciated by The John Berne School staff, students and their families.
